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ABSTRACT

The manual describes the differences between low-inference observation and rating scales when evaluating teachers. Procedures for observing are set forth. The body of the manual defines and exemplifies the 115 items used on the observation instrument as well as the use of two other instruments used before and after the observation, i.e., the Conference Data Collection form and the Post-Observation form. The manual was revised after the norming study in preparation for the full-scale implementation of the Career Incentive Project. Copies of the three instruments are included. (Author/JD)

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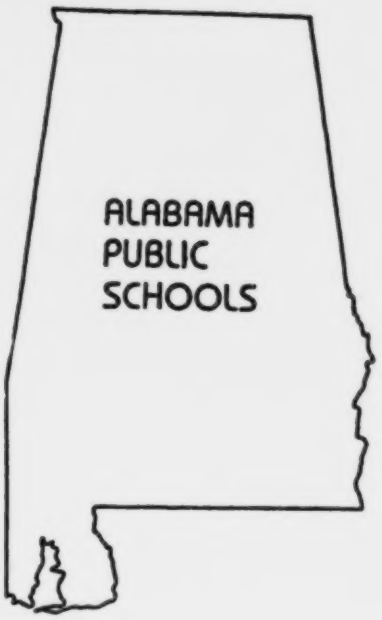
OBSERVER MANUAL



Career Incentive Program

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ALABAMA CAREER INCENTIVE PROGRAM

OBSERVER MANUAL

Alabama State Department

of

Education

WAYNE TEAGUE

State Superintendent

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OF THE

OBSERVER MANUAL

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PROLOGUE

The Alabama Career Incentive Program Observer Manual is a product of months of study by the Working Committee of 35, the Career Incentive Program staff of the State Department of Education, and a number of nationally recognized consultants. This manual contains definitions of the items used on the Classroom Observation Record forms. The Classroom Observation Record form is designed for use by trained and certified evaluators to record their observations of defined teacher and student behaviors in the classroom. Also included are definitions of terms and explanations of procedures for the Conference Data Collection form, and the Post Observation Data form.

The CIP evaluation system is based on a low-inference, objective, and highly structured sign system (a strategy for recording significant behaviors). This system provides educators with a common language and a set of definitions for describing a teacher's performance more precisely and objectively.

A contract was awarded to the College of Education, Georgia State University, with Dr. Homer Coker as Project Director, in May, 1986. The CIP instruments were tested during a field study conducted in twelve school districts in the state of Alabama. In December, 1986, another field study was conducted using a revised COR instrument. This instrument was then used in the norming study during the spring semester, 1987. From these studies, changes and improvements have been made.

Much time, thought, and effort have been given to the development of this Manual by members of the Career Incentive Staff of the Alabama State Department of Education (ASDE) and by the members of the Alabama Career Incentive Program Project staff at Georgia State University (GSU). The following deserve thanks for their many contributions:

Alabama State Department of Education

Allen Cleveland - ASDE
Roberta Devlin-Scherer - GSU
Mead Guy - ASDE
Gene Schaffer - GSU
Don Taebel - GSU

Georgia State University

Homer Coker - GSU
Gay Estes - ASDE
Mary Hogan - ASDE
Robert Spaulding - GSU
Sue Wilkinson - GSU

Special thanks to Elaine Gill, Sheila Wallace and John Poteete for their patience, perseverance, and quality work.

This observation instrument is not available for distribution or use by untrained personnel. Only those who have had training in the use of this instrument and have been certified as proficient in its use are permitted to use it for observation purposes.

Telephone Hot-Line for Problems

Should an observer encounter situations or events while observing which are not adequately explained in the Observer Manual, call this toll-free number:

800: 843-4785

By calling this number you will be able to contact the Project Director, Dr. Homer Coker, for assistance. This procedure will help maintain standard operating procedures throughout the State and provide for consistent interpretation of the Items in the Manual.

For additional assistance or information, call the Alabama Department of Education, Career Incentive Office at this number:

205/261-2777

CAN THE QUALITY OF TEACHING BE MEASURED DIRECTLY?

The Case for Low-Inference Measurement-based Teacher Evaluation

Basically, there are two major methods of evaluating a teacher's performance in the classroom - high inference and low inference. The most common method is high inference which is associated with rating scales. Less common for teacher evaluation but more common in research is the low inference observation method which uses a check-list on which an observer reports the occurrence of various classroom events.

This preview describes some of the differences between high and low inference methods so that you may understand the strengths of a measurement based approach to teacher evaluation. The first method to be discussed is the rating scale.

Rating Scales

There are **three problems** with rating scales as devices for assessing teacher performance which we propose to discuss. One is the fact that they lack the minimum properties necessary for performance measurement; the second is that they lack validity; and the third is that they are highly susceptible to the halo effect.

Problem 1. Lack of the minimum properties for measuring performance

The rating scale does not measure teacher performance because it does not yield a record of the performance; therefore, it cannot be scored objectively. The number which is recorded by the rater is subjectively assigned or inferred from the behavior. There is no operationally defined behavior which the number represents.

Problem 2. Lack of validity

The validity of rating scales is rarely questioned or tested empirically. The validity of rating scales often is defended by demonstrating that the scales faithfully reflect a consensus of beliefs which most educators hold about the nature of competent teacher performance.

However, the essential question is: Do pupils learn more from teachers with high ratings than from teachers with low ratings?

In their 1959 study, Medley and Mitzel found no relationship between ratings and pupil learning. Other studies investigating the relationship between ratings and student achievement also reported the same result. Each study reached the same conclusion, i.e., ratings made by reasonably sophisticated observers of classroom performance had no validity as predictors of teacher

effectiveness.

Problem 3. The Halo Effect

In their study of the Georgia Teacher Assessment instrument, Dickson and Wiersma found that a single factor accounted for most of the variance in the 19 competencies rated. This one factor--the overall impression that the teacher makes on the rater--accounted for about eight times as much variance as any other factor. Halo obscures what is being rated.

Measurement-based Teacher Evaluation

The process of performance evaluation involves four distinct steps. The four steps are:

1. Setting, defining, or agreeing upon a **task** to be performed;

2. Making a documentary, quantifiable **record** of the behavior of the teacher while the task is being performed;

3. Quantifying the record, that is, deriving a **score** or set of scores from it; and

4. Comparing the score with a predetermined **standard.**

Step 1: **Defining the Task**

The task needs to be defined in such a way that while performing it, the teacher who is able to do so will display the performance of an effective teacher in that situation.

Step 2: **Obtaining the Record**

Unless we have a record of a performance in scorable form, it is not possible to use identical procedures for judging the performances of different teachers. Any documentary record of a performance can be scored with the same key used to score any other documentary record. Without a record one cannot be sure that identical performances receive identical scores, or that any effects of bias, ignorance, or caprice on the part of evaluators cannot affect a teacher's score.

Besides providing a basis for scoring the performance, a record contains detailed information about the teacher's performance which has a number of other uses. First, such a record contains detailed diagnostic information which is valuable for planning professional development programs. Second, a set of observation records can be analyzed to improve the validity of objective

measurements. Third, the details in the record also make it possible to study changes in teacher performance over time.

Step 3: **Scoring the Record**

In order to serve the uses we have just listed, records must be scorable; a video-taped record of a teacher's performance, for example, will not serve. What is essential is that the record be in a form so that the scoring process can be mechanized and be completely objective.

Step 4: **Evaluating the Scores**

To ensure the entire process of evaluating teaching is as objective as possible, a standard is also specified in advance. The procedure of comparing a candidate's score (or scores) with such a standard can be, and should be, just as objective as any of the other three steps in the evaluation process.

The need for a better way of evaluating teachers seems evident. Indeed, the need seems to be urgent. We have proposed an alternative approach to measure teacher performance instead of rating it. In order to measure teacher performance, we must first reach a clear understanding of the task to be performed, then record the performance objectively, score it, and evaluate the scores against some accepted standard.

CHAPTER 1 -- OBSERVER MANUAL

INTRODUCTION

The Classroom Observation Record is an objectively administered, low-inference sign system for observing teacher/student behaviors in a classroom.

A sign system is a strategy for recording significant behaviors using a simple coding system. The evaluator learns a set of definitions for coding teacher/student behaviors that have been identified through research and experience. The set of codes constitute a record of a teacher's performance which can then be related to various teaching competencies. Each competency will be scored and an assessment of the quality of a teacher's performance in the classroom can be made.

Commentary:

1. The Classroom Observation Record is a sign instrument which means that the behaviors which it is designed to code are considered to be significant in the teaching/learning process. In other words, a sign instrument is not designed to report all behaviors which occur. Furthermore, significant behaviors are coded only one time during a coding period even though they occur more than one time. For example, a teacher may ask a recall question several times in a four-minute coding period. This behavior would be coded only once.

2. Teacher behaviors are often remarkably consistent. Therefore, an observer has a very good chance of observing typical behaviors during a single class period. Even if an event occurs when the observer is not in a position to code it, there is a high probability that it will recur later.

3. Some behaviors are not codable on this instrument. Others are not clear examples of the behavior described in the Manual. When there is no clear choice, do not code the behavior.

INSTRUMENTATION

Teacher behaviors are recorded on the Classroom Observation Record (COR) form on Section A during a four-minute observation period. During the following minute the evaluator reflects on significant events which were observed. This information is then coded in Section B.

Section A (items 1 through 65) consists of a matrix of numbered cells designating specific teacher behaviors. These behaviors relate to INSTRUCTING, QUESTIONING, RESPONDING, and MANAGING.

These categories reflect competencies and indicators of effective teaching which have been approved for use by educators in the State of Alabama. The categories are defined as follows:

INSTRUCTING:
This category includes the ways the teacher structures and presents the lesson.

QUESTIONING:
This category includes the ways a teacher asks questions.

RESPONDING:
This category includes the ways the teacher responds to a student's answer, no answer by a student, or a student-initiated question or comment.

MANAGING:
This category includes the ways the teacher manages student behavior and classroom routines.

The COR form, Section A, is coded during a four-minute observation period. When an interaction is observed, the numbered cell in the matrix which represents that interaction is coded.

For example, if the teacher says:

"Today, we will be studying percents so you can determine the amount of money you can save when the ad for video tapes says 'Save 20% on our $5.65 tapes.' "

Code cell (5) Purpose, in the INSTRUCTING category.

Observers will be aided greatly if they consider all teacher behavior as either INSTRUCTING, QUESTIONING, RESPONDING, or MANAGING. Once this decision has been reached, it is far easier to determine if there is a category into which the behavior fits on the COR instrument.

Section B (items 66 through 117) is designed for recording significant behaviors which were observed during the previous four-minute observation period. Categories included in this section are: SITUATIONAL CONTEXTS, STUDENT INVOLVEMENT, PREDOMINANT TEACHER ACTIVITY, AFFECTIVE BEHAVIOR, MATERIALS/EQUIPMENT, and DOCUMENTATION. These categories are defined as follows:

SITUATIONAL CONTEXTS:
This category includes the ways the teacher groups students for instruction.

STUDENT INVOLVEMENT:

The type of student involvement and the number of students involved in each type of behavior are coded in this category. Types of student involvement are passive, active, student(s) wait with nothing to do, non-compliant, and disruptive.

PREDOMINANT TEACHER ACTIVITY:

This category includes the teacher activity which dominated the four-minute observation period. If two teacher activities occurred and both used equivalent time, code both activities.

AFFECTIVE:

This category includes the ways the teacher develops a positive classroom environment.

MATERIALS/EQUIPMENT:

This category includes the ways the teacher uses materials and equipment during the lesson.

DOCUMENTATION:

This category includes teacher behaviors not coded elsewhere during the four-minute observation period. Each exception observed is coded, then a specific description of the exception is recorded in the designated space.

Commentary: There must be a clear connection between the items coded in the A section and those coded in the B section. In Section A specific behaviors are recorded while in Section B more general, context behaviors and activities are recorded. For example, one could hardly code a cell in the Affective section under Encourages Ideas unless one had already coded either Convergent and/or Divergent questions.

TERMINOLOGY

EVALUATOR

In this document an "evaluator" is a professional education employee of the local school system in the State of Alabama who has been trained and certified by the Alabama State Department of Education in methods of classroom observation and employee performance appraisal.

OBSERVER

In this evaluation system the term "observer" refers to a role performed by an evaluator when visiting a teacher's classroom. The role of the observer is to record, in as accurate and objective manner as possible, the events as they occur in the classroom. The OBSERVER MANUAL consists of precise definitions and examples of classroom behaviors to be coded during visits to a teacher's classroom.

TRAINER

The term "trainer" refers to a professional educator who (1) has been trained and certified in methods of classroom and employee performance appraisal, and (2) has been selected by the Alabama State Department of Education to train and certify others.

MEASUREMENT

The term "Measurement" refers to the classification of behaviors into categories and the assignment of numbers to these categories.

LOW-INFERENCE

A low-inference instrument requires only a limited decision by the observer who is to determine if a behavior has or has not occurred. No judgment is called for about the behavior, its significance, value, or relationship to other behaviors.

EVALUATION

Evaluation is the systematic process of collecting, analyzing, and judging data using explicitly stated procedures and previously accepted standards.

SECTION A.

I. INSTRUCTING

The INSTRUCTING category includes the ways the teacher structures and presents the lesson.

Commentary:

INSTRUCTING is largely teacher behavior without student action other than which occurs in Directing - Immediate. Students will be in a compliant state, i.e. listening, receiving, attending. They may be taking notes; however, one would not code such student behavior in the INSTRUCTING section. If the teacher directs the students to take notes, of course, this direction would be coded under Directing - Immediate.

The INSTRUCTING category may be considered as an instructional time frame. Orienting gives the student a glimpse of the future. Directing requires immediate involvement by the student. Even future assignments are usually noted or begun quickly even though they may not be due for some time. Presenting gives the student information which is current while Relating involves showing some connection between present content and the past.

An important consideration to keep in mind when coding the INSTRUCTING category is the need to observe explicit or direct verbal cues from the teacher. In most cases, Orienting and Reviewing have clear verbal signals as does Directing. Presenting and Relating may pose some problems unless the teacher is very clear. To code Relating the teacher must show a logical connection between two or more facts, concepts, skills, or bodies of knowledge. All verbal descriptions of a general concept which are then exemplified by verbal instances, illustrations, or types <u>may</u> fit under Relating. If an observer believes that a teacher's statement could be coded with equal probability as Presenting or Relating, code under Presenting.

1. ORIENTING

The teacher explains to the students what they are going to do and/or learn. The teacher describes activities and/or sets performance goals for the students. No observable or immediate student response other than attention is expected.

2. <u>Attention:</u>

The teacher secures the attention of the students by beginning an instructional activity. The teacher begins promptly, and gets

students on task quickly without a managerial statement or direction.

Comment: The definition has two parts - a teacher action and a student reaction. The teacher, through a verbal statement and/or activity, promptly begins the lesson. Students respond with attentiveness and/or on-task involvement. To code ATTENTION, both teacher action and student reaction must occur. We assume that students are attentive in examples a. and b. below.

Examples:

a. The teacher flips the switch on the overhead projector and says, "Here are four sets of problems."

b. The teacher writes a word on the chalkboard and says, "Let's begin our discussion with the topic I have written on the board."

3. Objective:

The teacher informs the students of the objective(s), which may be stated as the concept(s) and/or skill(s), to be developed during the lesson.

Examples:

a. The teacher says to the students, "Today we will learn to identify prepositions and how they are used."

b. The teacher writes the objective(s) of the lesson on the chalkboard or transparency.

4. Set Induction:

The teacher sets the stage for the lesson by encouraging students to think about the topic.

Examples:

a. The teacher says, "Now I want you to think about this question: Has anyone ever seen a tar pit?"

b. Before showing a slide of the painting, Guernica, the teacher says, "I am going to show you a painting, and I want you to think about how it makes you feel."

5. Purpose:

The teacher states a reason for learning the objective(s), concept(s), or skill(s).

Examples:

a. In a lesson on spices, the home economics teacher explains that being able to identify the freshness of a spice by its smell is an important skill for a good cook.

b. The physical education teacher explains, "Today we are going to discuss penalties that might be called during hockey games. You need to know these penalties because each of you will serve as a referee for a hockey game."

6. Outlines:

The teacher provides the students with an overview of the process that will be used to develop the objective(s) of the lesson. Outlining may include a statement of how the content will be taught and/or learned as well as a comment on what is to be learned.

Examples:

a. The teacher has previously stated to the students that the objective of the reading lesson would be the comprehension skill of noting important details. The teacher then says: "Today, we shall first review the important things we should remember when reading a story. We shall then silently read the story The Great Hamster Hunt. After silent reading, we shall answer questions and discuss the facts and important details of the story. This activity will be followed by a worksheet on which you will identify the important details in a short story."

b. The teacher says, "Today, we are going to first read in our text how photosynthesis takes place in plants. Then, we are going to the learning centers to set up our experiments. We will finish our lesson by discussing how the principles of photosynthesis are being tested in your experiment."

7. DIRECTING

The teacher gives directions to students for performing learning tasks, activities, or assignments which are to be completed immediately or in the future. Directions to look at displays or sources of academic information may be included.

8. Immediate:

The teacher gives directions for a current learning task with the expectation that students will begin the task immediately.

Examples:

The teacher says:

a. "Follow the directions on your handout as I read the directions aloud."

b. "Begin reading Chapter 13."

c. "Complete the first ten math problems on page 48."

9. Clarifies (Immediate):

The teacher responds to a student request or non-verbal response by rephrasing, restating, or amplifying the directions.

Examples:

A student asks:

a. "How many types of leaves are we to gather on our field trip?" The teacher restates the previous directions.

b. "What do we do after we finish reading Chapter 13?" The teacher rephrases the directions.

c. A student voluntarily requests assistance. For example, a student says, "would you go over the assignment again?" or "Did you say we need to do pages 26 and 27?"

d. A student shows through her/his non-verbal actions, or lack thereof, that s/he has not completely comprehended the directions. The teacher responds to such non-verbal indicators with a clarifying remark.

10. Deadline (Immediate):

The teacher gives a specific time, within the class period, by which the students are expected to complete an assignment.

Examples:

The teacher says:

a. "Turn in your assignment by the end of the period."

b. "Your answers to these problems will be checked in 15 minutes."

11. Future:

The teacher gives directions for a learning task or an assignment which will be completed sometime after the class period.

Examples:

The teacher says:

a. "Tomorrow we will be discussing the Civil War. For homework please read pages 234 through 244 and answer review questions 1 through 5."

b. "Bring four different types of leaves for our science lesson tomorrow."

12. Clarifies (Future):

The teacher responds to a student request or non-verbal response by restating, rephrasing, or amplifying the directions.

Examples:

The teacher says:

a. "Class, as I said previously, you are to write only the answers to the ten homework problems."

b. "Yes, John, you are to list six sources for your research paper."

13. Deadline (Future):

The teacher gives a specific time, sometime after the class period, by which the students are expected to complete an assignment.

Examples:

The teacher says:

a. "The science project is due in two weeks."

b. "Several deadlines are important for you to remember as you work on your research paper. First, your note cards will be due on Friday, October 5. Next, the rough draft will be due on Thursday, October 19. The completed research paper will be due on Wednesday, November 3."

14. PRESENTING

The teacher presents the subject matter of the lesson using a teacher-directed approach.

15. Tells:

The teacher is initiating, defining terms, giving facts, explaining, demonstrating, or providing other necessary information related to the lesson objective(s). (If relevant context information is added, also code "Background Information, 17.")

Examples:

The teacher says:

a. "An adjective is a word that describes something."

b. "This is how to put in a zipper."

c. "What we mean by quotas is that the government sets limits on the quantity of certain goods that can come into the country during a certain period of time."

16. Restates/Emphasizes:

The teacher indicates important points during the lesson by either repeating or drawing attention to those points through the use of highlighting techniques or verbal signals.

Examples:

The teacher says:

a. "Note this most important point."

b. "Now get this."

c. "Did you notice that...?"

Or:

d. The teacher writes and highlights important points on a transparency or chalkboard.

17. Background Information:

The teacher provides facts, concepts, or principles, which are incidental to the current objective(s), but which provide a context or historical setting for the present lesson content.

Examples:

a. In discussing the Pythagorean theorem, the teacher explains how Pythagoras was a respected mathematician of his time, so respected that his friends and colleagues formed the Pythagorean Society.

b. When discussing the form of the fourth movement of Beethoven's Ninth Symphony, the teacher mentions that the work was first conducted by Beethoven himself even though he was, at the time, deaf.

c. In an eighth grade social studies class, the teacher is presenting information on the European Alliances prior to World War I. He mentions the following facts about the German leader, Kaiser Wilhelm: "He was very vain. He had over 100 uniforms including an authentic English uniform. When he wore the uniform, he ate Yorkshire pudding."

18. Examples/Illustrations:

The teacher provides examples or illustrations related to lesson content in order to clarify and extend the lesson. Such examples are in the form of physical objects, visual displays, film, filmstrip, video, or recorded presentations.

Examples:

a. The teacher provides an assortment of leaves to supplement the science lesson on deciduous trees.

b. The teacher uses geometric models to illustrate cylindrical designs and shapes.

c. While pointing to several problems on the board, the teacher says, "Here are examples which illustrate the commutative property of mathematics."

d. The teacher shows a film about the Grand Canyon to further develop the concept of erosion.

19. Current Events:

The teacher uses media reports of current events as part of the lesson.

Examples:

a. The driver education teacher, while discussing the causes of accidents, uses a newspaper article which a student has brought to class.

b. In discussing the use of nuclear power in the world, the science teacher reviews and discusses television, radio, and newspaper accounts of the Chernobyl nuclear accident.

20. Life Experiences:

The teacher uses real-life experiences to show the relevance of the lesson to everyday life. This presentation may be drawn from the experiences of either the teacher or the students.

Examples:

a. In an economics class, the teacher shares a personal experience about investing some money in a mutual fund.

b. In a consumer mathematics class the teacher asks a student to share the results of monitoring an electric meter for a month.

c. In an elementary health class, the teacher asks students who made records of personal hygiene habits to share their findings with the class.

21. RELATING

The teacher points out logical connections, relationships of facts, concepts, and skills to one another by showing similarities and/or contrasts, cause and effect, or whole/part relationships. (This category is different from "Examples/Illustrations" in that the relationship is presented verbally rather than with concrete examples. It also differs from "Background Information" by the presence of language which directly relates to the objective(s) of the lesson.)

22. Previous:

The teacher relates present content to previously learned content.

Examples:

The teacher says:

a. "Remember how we regroup the tens' column. Now, using that method, you can subtract 339 from 345."

b. "The principles of breathing that you learned while doing the bench press also apply while you are doing curls."

23. Other Subject:

The teacher explicitly relates content between or among different subject areas. (Code here when the previously learned material is drawn from a different subject than the one currently being studied).

Examples:

The teacher says:

a. "In science class you learned how sound is produced by a vibrating surface. Let's relate that to our study of wind instruments in our music class. For example, the clarinet sounds are due to a vibration of the reed while the trumpet sounds are a result of the player's lips vibrating or buzzing."

b. "In science we have studied the ostrich and giraffe. We have used many descriptive words to tell about each animal. The words that we used to describe the animals are called adjectives. The correct use of adjectives is a skill that we learned in our language lesson. Knowing how to use adjectives has helped us describe the animals studied in our science lesson today."

24. Facts, Concepts, Skills:

Within a single lesson, the teacher helps students to connect facts with skills and to see the relationship of parts to each other and to the whole in order to facilitate the students' understanding of a principle and/or a concept. The teacher does this by: (1) explicitly connecting facts, concepts, or skills; (2) making comparisons and contrasts; (3) pointing out dissimilarities or similarities; (4) showing cause and effect relationships; or (5) using examples of a concept.

Examples:

The teacher states:

a. "Now that we have listened to the Variations on a Theme of Satie performed by Blood, Sweat, and Tears, note how part 1 and part 2 are similar with respect to melody but very different with respect to harmony and instrumentation."

b. "We have just studied the changes in the ecological system and how changes in one part of it affect changes in another. If a fire in an Alabama forest killed most of the small animals, the food chain for foxes, wolves, and owls would be upset. These larger animals may survive the fire but may die of starvation because they depend on smaller animals for food."

c. The teacher discusses the relationships between the tides of the oceans and the positions of the sun, moon, and earth.

25. REVIEWING:

The teacher reviews information which was taught (a) in a previous lesson, (b) before going on to a new topic in the current lesson, or (c) as a summary at the end of the lesson. The teacher may, through questioning, involve students in the review. This sub-heading also includes the ways in which the teacher assesses student knowledge and/or performance.

26. Beginning:

At the beginning of the lesson or learning activity, the teacher reviews the content of the previous lesson. (This is a review of content, not just a listing of activities in which the students were engaged.)

Examples:

The teacher says:

a. "Before continuing with our discussion of the animal kingdom, let me review the main points of Friday's lesson. Remember that the animal kingdom can be divided into two large groups - the vertebrate and the invertebrate groups. Remember the characteristics of the vertebrates were...."

b. "Let's review what we learned yesterday. Remember that we learned the names and positions of the lines and spaces in the treble clef. First, let's review the names and positions of the four spaces. They are.... Next, let's review the names and positions of the lines...."

27. Topical/Transitional:

The teacher summarizes the main points of the lesson thus far as a transition to a new aspect of the lesson.

Examples:

The teacher says:

a. "So far, today, we learned that the sea is salty, and that salt is the mineral most easily obtained from the ocean. One way to extract the salt is to pump sea water into basins and let the water evaporate. The salt is then dredged and carried to refineries. Now let's study other ways to obtain salt for various uses."

b. "Remember, there are some clues which help you tell whether news articles present opinions. Articles of opinion usually have such tell-tale phrases in them as 'it is said,' 'I think,' 'they believe,' 'Mr. Smith claims,' and so on. Now write a short article in which you express an opinion."

28. Ending:

The teacher summarizes the main points of the lesson at its conclusion.

Examples:

a. The class has finished discussing causes of the Civil War in the United States. The teacher says: "Now let's summarize what we have said about the causes of the war."

b. The teacher says, "Let's summarize the main points of our lesson today. We have learned about the sounds for the letter g and the letters dge. Let's list these four main points on the chalkboard. They are...."

29. Assessing Student Progress:

The teacher is evaluating, testing, or diagnosing student knowledge or performance to determine what students know before, during, or after instruction.

Examples:

a. The physical education teacher uses a skills checklist to assess student performance in tumbling.

b. The teacher administers textbook mastery checks, standardized tests, or teacher-made tests.

c. The teacher diagnoses the students' reading skills to determine mastery of skills and appropriate placement in the reading program.

II. QUESTIONING

The QUESTIONING category includes the ways in which the teacher asks questions. Eliciting student responses may take the form of a request or a statement, as well as a question. A rhetorical question is not coded in this category. When a question is addressed to a student who is off-task, code as MANAGING, not QUESTIONING.

Commentary:

A question has no single grammatical form even though we usually consider any statement which ends with a question mark or rising inflection to be a question. However, to code a teacher's statement as a question, it must (1) elicit a response from the student which is related to the lesson, and (2) it must involve the teacher in direct, immediate interaction with the student who has responded. The paragraphs below distinguish between academic and non-academic questions and between questions and requests.

Questioning occurs when a teacher solicits an academic response for the purpose of assessing student knowledge, understanding, or skill. The statement, "Would you open your books to page 35?" is not coded as a question since the act of opening a book is not a skill which is academic. Neither is the teacher concerned with assessing such a skill. This statement would be coded as MANAGING - Gentle.

On the other hand, the statement, "Joe, please read aloud from the top of page 36," is considered an academic task in a reading class where the teacher wishes to determine word recognition and pronounciation skills. Therefore, this statement is coded as a question. If the observer believes that the words are, for the most part, well known to the student, the question would be classified as Recall. Furthermore, if the students read in a round-robin fashion, one would code under Individual. If the teacher inquires about the student's comprehension of the material, such questions may be Convergent or Recall.

When a teacher tells the students to read silently and then prepare answers to questions on a hand-out, one could code this as an assignment under INSTRUCTION: Directing - Immediate. Although the task is academic, there is no immediate interaction with students. Later, the teacher may ask students to write problems at the chalk board. This is coded as Directing; however, when the teacher asks students to give answers, a question may be coded.

In foreign language classes a similar situation is found as in English and Language Arts Classes. Oral reading is treated as a question in which pronouncing words is the principal task. Other classes such as math, science, geography, and music where

students are asked to read or name symbols is a form of questioning. However, when students are asked to read directions aloud in classes other than English or Language Arts, we may assume that the teacher is not interested in their pronunciation skills. Therefore the act of reading aloud is not coded as a Recall question. It is, rather, following the teacher's instruction and is coded as Directing - Immediate. Additional examples of varied coding of questions are found after item 38 (Recall).

NEW QUESTION

The teacher asks a question which deals with a different topic or problem than the previous question. A "new question" is not a "follow-up question."

30. Group:

The teacher directs a new (different) question to a group and invites anyone to answer. Anyone may be selected or allowed to answer.

Examples:

a. After one student has defined a noun, the teacher asks, "Who can tell us what a verb is?"

b. After one student has described the setting of a story the class has read, the teacher says, "Can anyone tell us who the main character in this story is?"

31. Individual (Student):

The teacher asks a specific student to respond to a new question. The teacher intends the question to be answered by one particular student.

Examples:

a. After Johnny has given the product of 7 times 8, the teacher asks, "Mary, what is 9 times 6?"

b. After Anne names the villainous character in the play, the teacher asks, "Peter, what is the plot of the play?"

Commentary: Problems relating to the coding of group and individual questions under the questioning section of the Classroom Observation Record are common. A brief discussion of the concept behind this section and some examples to illustrate this concept follow:

Opportunity to Respond: The students' opportunity to respond to a question determines if the question is for the group or an

individual. Opportunity to respond can be exemplified by the student or students raising of hands, calling out or exhibiting other behaviors that indicate they wish to respond to the question. The following examples suggest some of the possible distinctions between individual and group questions.

Individual Questions:

Gary, How much does 2 x 2 equal?	(The name of the student stated prior to the question requires that the question be coded as an individual question. 38/31)
How much does 2 x 2 equal, Gary?	(No time given to the other students to respond to the question. 38/31)
How much does 2 x 2 equal?	(The teacher is looking directly at Gary and standing next to him. 38/31)

Group Questions:

Any wait time by the teacher of over three seconds should be coded as a group question if no name has been called. If under three seconds, a group question is coded when the opportunity to respond by other students is present.

How much does 2 x 2 equal?...Gary	(Waits 3 or more seconds prior to asking for a student by name to respond. Individual question is not coded. 38/30 and 41/30)
How much does 2 x 2 equal?	(Teacher barely gets the question out and hands go up. One second later the teacher says "Gary?" Code as a group question to indicate the group's opportunity to respond. 38/30)

FOLLOW-UP QUESTION

The teacher asks another question related to a previously asked question, i.e., one which calls for elaboration, evaluation, discussion, clarification, or probing of the preceding answer.

Commentary:

A teacher may ask a question which has two or more answers. For example, the teacher may ask, "What are some poisonous plants?" A student may answer the question with "mushrooms." The teacher asks, "What is another poisonous plant?" This latter question is not coded as a FOLLOW-UP QUESTION since it is a continuation of the original question which, of course, had several answers. A FOLLOW-UP QUESTION to the original question would be: "Why do you think mushrooms are poisonous?"

On the other hand, the teacher asks a student to look at a picture of a plant and determine what type it is. The student says, "gymnosperm." The teacher then asks the follow-up question: "Why do you think it is a gymnosperm?" Follow-up questions search for amplification, clarification of thinking, or probing of the student's answer.

Another example is taken from a seventh grade science class. The teacher reminds the students that they have been studying angiosperms and gymnosperms. She asks, "What is a gymnosperm?" A student answers. Then she asks, "And what is an angiosperm?" The last question is not a follow-up question.

32. Same (Student):

The teacher directs a follow-up question to the same student who was asked the previous question.

Examples:

a. After Billy says he would multiply to solve a problem, the teacher says, "Why wouldn't you divide?"

b. After Johnny answers a question, the teacher says, "Tell me more about that."

33. Other (Different Student):

The teacher directs a follow-up question to a new student.

Examples:

The teacher says:

a. "That's right, Alice. Mary, why is that important?"

b. "Marilyn, what do you think of Gordon's explanation?"

34. Group:

The teacher directs a follow-up question to the entire group or class.

Examples:

The teacher says:

a. "Class, can anyone add more to Fred's answer?"

b. "Does everybody agree with Paul?"

35. Elicits Performance:

The teacher asks a student (or group) to demonstrate a motor skill or to perform. Singing performance is included.

Commentary: In classes such as Art, Music, Home Economics, Industrial Arts, and Commercial courses there is an emphasis on physical skills as well as on mental operations. For example, an art teacher may ask the students to draw using perspective. Intitially, this may be coded as instructing under Directs - Immediate. However, it becomes a question when the teacher asks to see a student's work. In this case the question is Elicits Performance.

The case of music is special since the learning process and the learning product are almost simultaneous. When a teacher asks a student to sing a song, s/he may, in fact, stop the student after hearing a few wrong notes. It is clear that the teacher is assessing the student's work from the start. The situation is similar to oral reading. Therefore it is coded as a question under Elicits Performance.

Dramatic presentations or role playing are similar. When it is clear that the teacher is not merely concerned with what the students know, but is more concerned with their demonstration of a skill, code as Elicits Performance.

Examples:

The teacher says:

a. "Now, let's all sing the first phrase of that song."

b. "Bob, will you show me how to make a bounce pass?"

c. "Who can demonstrate the proper way to adjust a microscope?"

36. Divergent:

The teacher asks a question that has no right or wrong answer, one which leaves students free to express values, opinions or feelings. There must be two or more acceptable answers.

Examples:

The teacher says:

a. "What would you have done if you were in Charlotte's place?"

b. "How did the story make you feel?"

c. "What do you think Lee should have done next?"

37. Convergent:

The teacher asks a question which is designed to result in (an) expected right answer(s) and which require(s) the processing and applying of information beyond the knowledge level.

Commentary: Convergent questions often require the student to apply a rule to a new situation. If the teacher asks the student to recall a rule, such as "When two vowels go walking, the first one does the talking," the question is, most likely, recall. But applying the rule in a new context is likely a convergent question.

Examples:

The teacher says:

a. "What would happen if you dipped a piece of litmus paper in a Coke?"

b. "Can you give me an example of an adjective?"

c. "What is the difference between a consonant digraph and a consonant blend?"

d. "How many syllables are in the word 'grandmother'?"

38. Recall:

The teacher asks a question which is designed to result in an expected right answer by recalling previously learned names, descriptions, phrases, definitions, rules, attributes, traits, characteristics, and facts or events, but which does not require applying or processing information. When it is equally probable that a question may be classified as either recall or convergent, code as a recall question.

Examples:

The teacher says:

a. "How do you spell 'animal'?"

b. "What are three things the author tells you about the main character?"

Or:

c. The teacher calls on a student to read a vocabulary list in a language arts class.

d. The teacher asks the students to name the states of the United States.

Commentary: Oral reading may be coded in four ways. First, it may be considered as a recall question when the teacher wishes to check the student's recognition of familiar words. Second, it may be coded as Direct-immediate when the teacher asks a student in a math class to read the instructios on how to take the test. Third, it may be considered a convergent question when the teacher wants to determine the student's ability to read new words using previously taught attack skills or when the student is asked to read a passage and explain its meaning. Finally, oral reading may be coded under Elicits Performance when the emphasis is on expressive or dramatic readings.

39. Status:

The teacher asks a question to determine if the student or group understands the material, knows the conditions of performance, knows the nature of the assignment, or has completed a task or assignment. (A status question does not solicit content. Note: If the question is addressed to an off-task or disruptive student, it should be coded as MANAGING.)

Examples:

The teacher says:

a. "Does everybody understand how to regroup 10's?"

b. "Joe, are you confused?"

c. "How many are finished?"

d. "Any more questions?"

e. "Who would like to read?"

40. Multiple Questions:

The teacher asks two or more questions which have different answers before allowing a student response. When a teacher rephrases a question, do not code as a multiple question.

Commentary: A key phrase in the definition is "which have different answers." Examples a. and b. above clearly contain three related questions having different answers. However, a paraphrase of a question would not lead to two distinct answers. For example, the teacher says:

What do you think about euthanasia?

How do you feel about it?

What's your opinion?

These questions are not considered to have different answers. Thus, they would not be coded as MULTIPLE QUESTIONS but would be coded as DIVERGENT.

Examples:

The teacher says:

a. "What are high tides? When do they occur? What three things cause high tides, Mary?"

b. "How many syllables are in 'disadvantaged'? Which syllable is accented? What are the rules used to divide each syllable?"

41. Wait After Question:

The teacher asks a question and pauses three or more seconds before saying anything further. (Note: If the group or student is off-task, code in the MANAGING category.)

Commentary: To wait means that the teacher is silent in order to give students time to think. A restatement by the teacher of a question or student answer within a three second period is not considered wait-time; however, if three seconds pass, and then the teacher restates the question or the student's answer, a wait could be coded. When the teacher waits for students to become attentive, an observer should code this behavior under MANAGING rather than waits.

Examples:

The teacher says:

a. "What career did Luther Burbank first plan to pursue?" The teacher waits three seconds before calling on Jim.

b. "Have you ever read a book that inspired you to take some kind of action, Diane?" The teacher waits five seconds and then rephrases the question.

c. "Can anyone tell me why General Lee used this strategy?" The teacher waits three seconds and asks, "Joe, what do you think?"

III. RESPONDING

The **RESPONDING** category includes the ways in which the teacher responds to a student answer, no answer by a student, student work, or a student-initiated question or comment.

Commentary:

Responding includes all teacher responses which are related to academic activities of students. Managing responses are coded in the Managing section. Therefore, "You need to hurry in order to finish," is a gentle encouragement to work faster. It is coded as Managing.

Responses often lead either to further questioning or back to instructing. The observer needs to be alert to transitions, especially when the teacher moves back to INSTRUCTING.

STUDENT RESPONSE

This sub-heading identifies the ways in which a student responds to the teacher.

42. Answer:

A student responds to a teacher's question.

43. No Answer:

There is no response from a student to a teacher's question.

STUDENT WORK

This sub-heading identifies student performance of an assigned task or activity.

44. TMS (Teacher Moves to Student):

The teacher monitors the work of students by circulating through the group or moving toward a particular student to check progress, accuracy, understanding, or to give assistance as needed.

45. SMT (Student Moves to Teacher):

Student moves to the teacher to receive assistance, additional instruction, or support in accordance with the approved classroom routine.

STUDENT INITIATED

This sub-heading identifies the ways in which a student initiates an interaction.

46. Question:

A student voluntarily asks the teacher for information.

Examples:

A student asks:

a. "Miss Jones, who did you say was the author of this story?"

b. "Why did the candle go out?"

c. "What is the difference between an isosceles triangle and an equilateral triangle?"

47. Comments:

A student voluntarily offers information to the teacher. (Usually the teacher gives feedback on the correctness of the information.)

Examples:

A student comments:

a. "Mrs. Jones, isn't 'bad' in that sentence an example of a predicate adjective?"

b. "Jackson was a better general than Sheridan."

c. "I think the Gramm-Rudman Act was a disaster."

TEACHER RESPONSE

48. Wait After:

The teacher pauses three or more seconds before responding to a student response to the teacher's question.

Examples:

a. A student answers the teacher's question by saying, "The sum of 9 plus 5 is 15." The teacher waits three seconds before responding and then corrects the student's answer.

b. The teacher asks a student his opinion on the voting age. The student says, "I think if a person is old enough to fight, he is old enough to vote." The teacher waits three seconds and another student makes a related comment.

49. No Response:

The teacher does not respond to either a particular student answer, no answer, volunteered question, or comment.

Commentary: In example a. below, the teacher apparently has chosen to ignore the student's question. We assume that the question is heard by the teacher, but that the teacher, for some reason, chooses not to respond. If it is clear that the teacher has not heard a student's statement, DO NOT code NO RESPONSE.

In example b. below, the teacher does not respond to Michael's answer but asks another question. The implied message is that Michael answered correctly. Questions which follow a student's answer are coded (1) as NO RESPONSE in the RESPONDING category and (2) as a question of some type in the QUESTIONING category.

In example c. below, the teacher is drilling students on the multiplication table. Again, the implied message is that the answer is correct. Code both questions as RECALL. Code the failure to give explicit feedback as NO RESPONSE.

NOTE: One cannot judge a teacher's NO RESPONSE behavior as desirable or undesirable on the basis of this item by itself. It must be interpreted in relation to other coded items of the COR.

Examples:

a. The student asks, "Mrs. Brown, what causes electrons to move in atoms?" The teacher does not respond to the student's question but says, "Class, let's get ready for lunch."

b. The teacher asks, "Michael, if it is now 6 o'clock p.m. in New York City, what time would it be in Paris, France?" Michael answers. The teacher then says, "What time would it be in Vienna?"

c. The teacher is doing a multiplication drill. She says, "Sammy, what is 6 times 6?" Sammy answers correctly. The teacher then asks, "Mary, what is 7 times 7?"

50. Criticizes:

The teacher shows displeasure at a student's response, question, or comment relating to substantive subject matter.

Examples:

The teacher says:

a. "Biff, that was a silly question."

b. "No! Your answer is all wrong. Don't give an answer unless you first put your mind in gear."

c. "Mack, you really put your foot in your mouth with such a silly comment."

51. Negative Feedback:

Teacher clearly indicates that a student's response or comment was incorrect or inappropriate without criticizing the student or the answer.

Examples:

The teacher says:

a. "No, that's not the right answer."

b. "No, Petrucchio was not a character in Julius Caesar."

52. Corrects:

The teacher indicates that a student's response or comment was incorrect or inappropriate and gives information to correct the response.

Commentary: CORRECTS differs from NEGATIVE FEEDBACK in that the teacher provides the answer for the student.

Examples:

The teacher says:

a. "No, the first president was Washington."

b. "Roberta, 6 times 7 is 42, not 35."

53. Positive Feedback:

The teacher indicates either verbally or non-verbally that a student's response or comment is correct or appropriate. Praising the student is not coded.

Examples (in response to student answer or statement):

a. "Yes, that's right."

b. "I agree."

c. The teacher repeats the student's answer and says, "Right" or "Correct."

d. The teacher smiles and nods approvingly when Bill answers the question.

54. Accepts/Neutral:

The teacher indicates that the student's response or comment was heard without making any commitment as to whether the response was correct or incorrect. (The issue of what the correct answer is remains open.)

Examples:

The teacher says:

a. "Yes, Mary, I hear what you are saying."

b. "We have two answers so far."

c. The teacher acts as a recorder and writes the student's comments/responses on the board.

55. Gives Information (Amplifies Student's Response):

The teacher responds to the student's substantive question, correct answer, or comment with information. A lengthy response which goes well beyond the student inquiry is coded in the INSTRUCTING category.

Commentary: When a student asks a question to which the teacher responds, one codes GIVES INFORMATION. Sometimes rather lengthy responses may be provided. As long as they stay on the original subject or are related to the original question, one may code Gives Information without moving back to Instructing. If, however, the teacher goes beyond the original question, then the teacher is most likely in Instructing.

Examples:

a. A student asks, "Is coral really made up of tiny animals?" The teacher says, "Yes, it is a limestone foundation made up of the skeletons of millions of tiny animals."

b. The student asks, "What is the vowel in the word 'fan'?" The teacher answers, "The vowel in the word 'fan' is an a. That vowel has a short sound in this word."

56. Cues:

The teacher provides hints or prompts in a way which further refines the question, task, or issue for the student.

Commentary: CUES differs from CORRECTS in that the teacher gives hints, clues, or focus for the student. Merely repeating a question is not considered a cue.

Examples:

The teacher says:

a. "Look in the second paragraph on page 5."

b. "The word we are looking for begins with S."

57. Uses:

The teacher uses or extends a student's substantive idea, comment, or answer (during a learning activity).

Examples:

The teacher says:

a. "Let's use Bill's idea to check the temperature of the gas in the cylinder."

b. "Let's use Sam's suggestion and add the tambourine when we sing the song again!"

IV. MANAGING

The MANAGING category includes the ways in which the teacher manages student behavior and classroom routines.

Managing student behavior sets the stage for a lesson or learning activity and provides for student on-task behaviors during instruction. Classroom management can be seen in: (1) handling housekeeping chores, (2) setting up routines, (3) guiding transitions, or (4) reacting to appropriate and inappropriate non-academic student behavior. Teacher statements (verbal behaviors) and signals (non-verbal behaviors) designed or intended to control non-academic student behavior, movement, and use of materials or to support desired behavior fall within the managing category. The teacher's tone of voice and manner of managing student behavior are categorized as "gentle," "direct," or "harsh."

When the teacher says, "Get out your books, open to page 47," this statement is an example of managing behavior and should be coded here. But when she says, "In doing long division you should ...," this is an academic statement and should <u>not</u> be coded here.

Student behavior, in response to teacher managing behavior or leading to teacher intervention, is categorized as "compliant," "non-compliant," or "disruptive." This category is used to code managing interactions between the teacher and one or more students. If there is no interaction, the observer may code student non-compliant or disruptive behavior under STUDENT INVOLVEMENT if there is reason to believe that such behavior is not in accord with the teacher's expectations.

STUDENT BEHAVIOR

This sub-heading includes the manner in which students behave.

58. <u>Compliant:</u>

Compliance means that students follow the teacher's directions or meet his/her expectations.

Examples:

a. The students wait in line as directed by the teacher.

b. The students clean microscope slides at the teacher's request.

c. The students take out their books as requested by the teacher.

d. A student stops talking when directed by the teacher.

e. The students change from one group activity to another at the direction of the teacher.

59. Non-Compliant:

Non-compliance means that a student does not meet the expectations of the teacher or fails to follow directions. Non-compliance is coded when a student (1) overtly disobeys before or after a teacher intervention, (2) responds partially or inappropriately, or (3) delays responding so as to indicate resistance. Any corrective intervention by the teacher is an indication that teacher expectations have not been met.

Examples:

a. The teacher calls a group of students to the reading circle and students fail to comply with the directive.

b. The teacher says, "Jim, be quiet," but Jim shakes his head to indicate "no" and continues talking.

c. The student goes to sharpen his pencil immediately after the teacher has directed all students to stay seated and work.

d. The teacher tells a student to sit down and the student delays, completes what he is doing, and then slowly returns to his seat.

e. The student is looking out the window. The teacher asks, "Bob, what are you supposed to be doing?"

60. Disruptive:

Disruption means that a student's behavior is different from the teacher's expectations and interferes with the work of two or more other students.

Examples:

a. Students are throwing paper airplanes in class.

b. Two students are fighting.

c. Two students are talking during a time when the teacher expects attention or silent work. Other students are distracted.

d. A student 'talks back' to the teacher after being told to sit down. Other students are distracted.

NOTE: A teacher may request a non-compliant or disruptive student to behave properly. If such a student complies with the teacher's request, the observer should code both the the non-compliant or disruptive behavior and the compliant behavior.

TEACHER BEHAVIOR

This sub-heading includes the ways in which the teacher manages student behavior.

VERBAL:

This sub-heading includes the ways in which the teacher manages student behavior using verbal statements which may be classified as "gentle," "direct," or "harsh."

61. Gentle:

This item reflects the gentlest direction or guidance from the teacher, which is manifested in a number of ways (i.e., suggests, implies, gives reason, permits/accepts).

Suggests -- This behavior is a clear direction, but softened with gentle phrasing, as with a "would you" and/or a "please". It is often a question.

Examples:

The teacher says:

a. "I would do it this way, Howard."

b. "John, would you bring me a pencil, please?"

c. "Why don't you put the books over there?"

NOTE: Praise which is intended to control behavior should not be coded.

Example:

The teacher says: "I really like the way Biff is paying attention."

Implies -- This behavior gives students information which implies that a change in behavior is desired, without the teacher specifically requesting it.

Examples:

The teacher says:

a. "I'm having trouble hearing." (Implication: please be quiet.)

b. "It's nearly time for lunch." (Implication: hurry and finish.)

c. "Jim, I think Bob is having trouble seeing." (Implication: move over a little.)

d. The teacher says to a student who is off-task, "Henry, are you finished?" (Implication: go to work.) (NOTE: Do not code in the QUESTIONING category.)

e. The teacher directs a subject-matter question to a student who is off-task. (Implication: get on task.) (NOTE: Do not code in the QUESTIONING category.)

g. "There's room up here, Bill." (Implication: move.)

Gives reason -- The teacher cites the reason that a certain behavior be exhibited. The desired student behavior is inferred.

Examples:

The teacher says:

a. "If we're noisy in the hall, we'll disturb other classes."

b. If you have long hair hanging down, it could get caught in the machinery."

c. Student enters the room tossing a baseball in the air and catching it. The teacher says, "That's for outside."

NOTE: Reasons may also be given in conjunction with Implies or Suggests.

Example:

The teacher says, "Allen, would you shut the door, please? It's noisy outside."

Gives Permission/Accepts -- The teacher approves a request made by a student, or responds to a student's behavior in a way which indicates that it complies with classroom procedures.

Example:

a. A student in a shop class asks for permission to order needed parts to repair a carburetor. The teacher tells the student to go the office and fill out a requisition form.

b. A student approaches the teacher and they talk quietly (inaudible to observer); the student then leaves the room.

62. Directs/States:

Without gentle phrasing, the teacher gives directions for organizing procedures to be followed in the classroom. This item also refers to reminders of rules. (Directions for instructional or academic tasks should be coded under the heading of INSTRUCTING - Directing - Immediate.)

Examples:

The teacher says:

a. "Get out your books and open them to page 47."

b. "Put away your lab equipment and be ready to change classes."

c. "Stop talking." (The teacher's directions are said without criticism or harshness.)

d. "Get in groups of four."

e. "Only one person at a time may leave the room to go to the bathroom."

f. "Don't run in the classroom." (The teacher's directions are said without harshness.)

A student's name may be used alone as a directive.

Example:

In speaking to the class, the teacher says, "When you're solving a quadratic equation, John, you first...." (The message is "Pay attention.")

63. Harsh, Negative Affect:

The teacher reprimands, rebukes, or criticizes the student for inappropriate behavior, or gives orders or commands. A firm or harsh tone of voice, sarcasm, impatience, or a voice louder than usual is often evident. (If the intervention by the teacher is more than routine or is not even-toned, code Harsh.)

Examples:

The teacher says:

a. "Jane, if you had listened, you would know the answer." (The teacher's statement is said with impatience and negative affect.)

b. "Ella, you know better than that. I've told you too many times not to leave the room without permission and I don't want to tell you again." (The teacher's remarks are said with annoyance.)

c. "Bob, since you can't stop talking to Don, move your desk up here by me." (The teacher's directions are said with anger.)

d. "When are you going to stop acting like a baby?" (The teacher's remark is sarcastic.)

e. "Bill, stop that, right now!" (The teacher's voice reflects impatience.)

NON-VERBAL

This sub-heading represents non-verbal teacher behaviors ranging from gentle control to harsh control.

64. Gentle:

The teacher shows acceptance and approval of a student's behavior through the use of nods, smiles, positive body language, facial expressions, or positive eye contact. These non-coercive, non-verbal behaviors are meant to maintain or modify student behavior. Gentle touches, pats and gestures are included if they have a management function. Also included are signals such as shaking the head, putting a finger to the lips to signal quiet, saying a "shhh," flicking the lights off and on, or tapping gently for attention.

Examples:

a. The teacher puts finger to lips to ask for silence.

b. The teacher smiles or nods in response to desired behavior on the part of the student.

c. The teacher exercises proximity control and moves toward a student or group to achieve desired student behavior.

d. The teacher uses facial expressions (eyebrows arch, eyes twinkle, face lights up) to reinforce student behavior.

e. The teacher makes eye contact with a student who is off-task.

f. The teacher waits for quiet before proceeding.

65. Harsh, Negative:

The teacher responds to inappropriate behavior of a student with a gesture, body language, physical contact, or physical restraint that conveys anger, force, threat, or intimidation.

Examples:

a. The teacher shakes the chair of a student who is not paying attention.

b. The teacher pushes a student to hurry him to his desk.

c. The teacher physically restrains a student.

SECTION B

V. SITUATIONAL CONTEXTS

The SITUATIONAL CONTEXTS category includes the ways the teacher groups students for instruction, i.e., by group size, with or without the teacher's supervision, doing the same or different tasks.

GROUP SIZE

This sub-heading includes group size for each kind of task with or without teacher supervision. Group size is determined by the number of students who are working on a common task.

66. Large Group:

A large group is half or more than half the class.

67. Small Group:

A small group is less than half the class.

68. Individual:

The student works alone. Code here if one or more students work individually on different tasks.

TASK:

A task is the designated assignment or activity which is to be done by the students.

With Teacher:

This sub-heading is used to indicate if students are working under the direct supervision of the teacher.

69. Same Task:

The students work on the same assignment or activity with the teacher.

70. Different Tasks:

The students work on different assignments or activities with the teacher.

Commentary:

Group = Those with same task or assignment

Without Teacher:

This sub-heading is used to indicate that students are working without the direct supervision of the teacher.

71. Same Task:

The students work on the same assignment or activity without the teacher.

72. Different Tasks:

One or more students work on different assignments or activities without the teacher.

Commentary:

Groups are determined by identifying students who are performing the same task(s) or assignment.

An individual student, working alone, is always considered working on a different task whether working with or without the teacher.

The primary purpose of the Situational Context category in Section B is to determine whether or not the teacher is grouping students for instruction. There may be cells which will not be coded.

VI. STUDENT INVOLVEMENT

This category is used to code the type and level of student involvement which is observed during the four-minute coding period.

73. Passive Compliance (1, 2, 3, or 4)

Students listen or watch the instructor. Students pay attention and appear to be aware of what is going on. The teacher's instruction is the focal point for the student.

Examples:

a. Students listen to the teacher explain a math formula.

b. Students watch a film-strip shown by the teacher.

c. Students watch the teacher demonstration.

d. Students listen to another student give a report. (Code Passive 4 for most of the class.)

74. Active Compliance (1, 2, 3, or 4)

Students participate in a learning activity set by the teacher such as reading, doing seat-work, or responding to questions. Also includes physical activity such as dancing, playing a game, singing, or using shop equipment.

Examples:

a. Students read aloud as requested by the teacher.

b. Students complete a work-sheet in math by writing in their answers.

c. Students read assigned pages in science silently.

d. Students attempt to do a dance step following the model of the physical education teacher.

e. Students take notes.

75. Student(s) Wait With Nothing To Do:

A student completes a task or activity and waits for further instructions from the teacher.

a. After completing a series of math worksheets, a student is observed gazing out the window while other students are working on an assignment.

76. Non-Compliant Behavior (1, 2, 3, or 4)

Non-compliance means that a student does not meet the expectations of the teacher or fails to follow directions. Non-compliance is coded when a student (1) overtly disobeys before or after a teacher intervention, (2) responds partially or inappropriately, or (3) delays responding so as to indicate resistance. Any corrective intervention by the teacher is an indication that teacher expectations have not been met. Use this item to code any observed non-compliant behavior even if there is no teacher intervention.

Examples:

a. A student stares out the window when he should be outlining a chapter in history.

b. A student wanders to the pencil sharpener and stops to visit with a friend.

c. A student is sleeping during a film.

d. The teacher says, "Jim, be quiet," but Jim shakes his head to indicate "no" and continues talking.

77. Disruptive Behavior (1, 2, 3, or 4)

Disruptive means that a student's behavior is different from the teacher's expectations and interferes with the work of two or more other students. Use this item to code any observed disruptive behavior even if there is no teacher intervention.

Examples:

a. Students are throwing paper airplanes in class.

b. Two students are fighting.

c. Two students are talking during a time when the teacher expects attention or silent work. Other students are distracted.

d. A student 'talks back' to the teacher after being told to sit down. Other students are distracted.

KEY: 1 = 1-2 STUDENTS
2 = 3-4 STUDENTS
3 = 5 TO ONE-HALF THE CLASS
4 = MORE THAN HALF THE CLASS

The above scale is used to indicate the total number of students

who have exhibited one or more of the behaviors during the coding period. If varying numbers of students exhibit the behavior at different times during the coding period, use the scale value which is closest to the cumulative total. If no students exhibit a particular behavior, do not code the item; however, if all five behaviors are observed, code all five using the various scale values. When two or more items are coded, the percentage of the values need not total 100%.

Examples:

a. Two students are observed taking notes while the rest of the class listen attentively to the teacher during a four minute period.
Code: PASSIVE (4) and ACTIVE (1)

b. All students listen to the teacher explain how to do a math problem during a one-minute period, then all students work at their seats on a work-sheet for the next four minutes.
Code: PASSIVE (4) and ACTIVE (4)

c. In a class of 24 students one observes two students enthusiastically discussing their plan for building a terrarium. Later, four students ask the teacher for assistance with their project. The remaining students have been reading in their science book during the four-minute period.
Code: ACTIVE (4)

d. In an English literature class of 20 students one observes that only five students are responding to the teacher's questions; the others are listening attentively.
Code PASSIVE (4) and ACTIVE (3)

e. In a music class of 16 students the students watch the teacher demonstrate how to assemble a clarinet. After two minutes, the teacher asks the students to assemble their own instruments. All begin except two students who appear to be fascinated with watching the cars out on the street.
Code: PASSIVE (4), ACTIVE (4), NON-COMPLIANT (1)

* Note: Do not make tally marks on COR form.

VII. PREDOMINANT TEACHER ACTIVITY

The PREDOMINANT TEACHER ACTIVITY category identifies the teacher activity which dominated the four-minute observation. If two teacher activities occur and both use equivalent time, code both activities.

78. Discussion:

The teacher conducts an academic interaction with the students. The purpose is to elicit information from students and to provide teacher input at appropriate points. The teacher involves the students in expressing opinions, ideas, questions, feelings, and beliefs. The teacher probes and asks for clarification in order to stimulate student/teacher discussion.

Examples:

a. An English teacher begins a discussion of euthanasia with a question-and-answer format and then gradually allows an exchange of views in which students respond to one another as well as the teacher.

b. An elementary teacher asks students a series of questions about Charlotte's Web.

79. Development/Discovery:

The teacher has not defined the content to be learned beforehand, but develops the content of the lesson by drawing it from the students. S/he may move from part to whole or from specific to general. The teacher probes and guides the students in an effort to get them to combine things which they already know to arrive at a new concept or rule.

Examples:

a. The teacher asks, "How many different combinations can you add to make 4?" Students provide answers. "How many different combinations can you add to make 6?" Students provide answers. The teacher then asks: "How were these operations alike?" The teacher is attempting to get the students to discover the associative property.

b. The teacher presents the following problem to the students: "When flying from one city to another, a businessman has a choice of using three different airlines: A, B, or C. In how many different ways can he choose a combination of airlines to make the round trip?"

c. The teacher asks students to dig into an ant hill and list as many characteristics of ants as they can observe.

80. Recitation/Review:

Recitation

The teacher has previously taught or assigned the content. The purpose is to draw information from students through questioning and/or by giving directions to recite. In recitation, there is minimal involvement of the teacher; student responses dominate. (If recitation is used to assess student progress, code item 85 as well.)

Examples: Recitation

a. The teacher asks the students to recite the multiplication facts, name the 50 states, or quote poetry from memory.

b. The teacher calls on students to take turns reading orally (rote-reading).

Review

The teacher restates the main points of previously taught content or, through questioning, leads students to restate these points.

Examples: Review

a. The teacher says, "We have learned many facts about the early history of rockets. We know that Goddard was the first to write about sending rockets into space. Who were some important scientists who were instrumental in making early space travel a reality?"

b. The teacher says, "When we studied the problems of traveling to the moon, or putting a satellite into orbit, we learned that scientists used many kinds of equations. You remember that an equation is an open sentence that states that two quantities are equal. We learned that the equality relationship has several important properties. Let's now review those properties: Property one is.... Property two is.... Property three is...."

81. Presentation:

The teacher is initiating, giving facts, telling, explaining a process, giving a rule, or discussing a task-related activity. Presentation includes directions of "how to" for cognitive, motor, artistic, or mechanical tasks. The teacher dominates most of the verbal communication in the classroom with teacher-

directed instruction and explanation of academic content. Presentation also includes demonstrations, as well as presenting lesson related information through the use of film, filmstrip and video tapes.

Examples:

a. The teacher, explaining the parts of speech, says, "Adjectives are words that modify nouns."

b. The teacher explains how to add: "When adding 19 plus 7, place the 7 in the one's column. Add 9 plus 7 which is 16. Place the 6 in the one's column of the sum and write one ten in the ten's column."

c. The home economics teacher demonstrates the sequential steps involved in putting a zipper in a dress.

d. The teacher shows a film pertaining to the events which led to World War I.

82. Guides Practice:

The teacher guides students during the performance of assigned tasks which are to be completed under the direct guidance and supervision of the teacher.

The teacher circulates through the group to check progress/accuracy and gives assistance as needed. The teacher guides the students in performing the task(s) and provides feedback.

Examples:

The teacher closely monitors the work of students as they:

a. Complete the first math problems on the worksheet.

b. Complete an activity at the board while other students do the same activity at their desks.

c. Identify the main ideas of a paragraph.

d. Use word analysis skills to decode a list of new vocabulary words.

83. Independent Practice:

The students work on assignments with little need for teacher assistance. There is minimal interaction between the students and the teacher. When it occurs, it is usually at the students' initiative.

Examples:

a. The students work on algebra problems. A student occasionally approaches the teacher for assistance.
b. The students are reading short selections about Sir Isaac Newton and Henry Ford and are outlining each selection. From time to time, a student raises his hand for teacher assistance.

84. Drill:

The teacher engages the students in repetitious exercises as a means of teaching and improving a previously learned skill or procedure.

Examples:

a. The teacher uses flashcards to improve the students' French vocabulary.

b. The teacher gives a series of multiplication problems and students respond individually when called on.

c. The choral director calls on a group of students to perform a scale exercise several times.

d. The teacher provides repetitive, unison activities for the class so that they may practice saying the vowel sounds.

e. The coach requires the basketball players to practice shooting baskets until each player can succeed in 3 of 4 attempts.

85. Assesses Student Progress:

The teacher is assessing, testing, or diagnosing student knowledge or performance to determine what students know before, during, or after instruction.

Examples:

The teacher:

a. Assesses garments completed in home economics class.

b. Administers text-book mastery checks, standardized tests, or teacher-made tests.

c. Analyzes the students' oral reading to diagnose strengths and weaknesses and to check proper placement in appropriate reading material.

86. Reteaches:

The teacher repeats previously taught content to students who failed to achieve specific content objectives. Assessment by the teacher has preceded this activity.
Examples:

a. The teacher has graded test papers and found that 25% of the class missed question nine. After reviewing the test with the students, the teacher reteaches the information covered in question nine.

b. The elementary math teacher has taught the second grade class a lesson on regrouping. After evaluating a follow-up assignment, the teacher has evidence that the students do not understand the concept of regrouping. To reteach the lesson, the teacher uses manipulative materials and place-value charts to provide students with concrete experiences in regrouping numbers.

87. Observes Learning Activity:

The teacher observes students from a distance (e.g., from his/her desk) as they work on assignments without teacher instruction or interaction.

Examples:

a. The teacher makes an assignment to read a chapter in the text and write answers to the first 10 questions at the end of the chapter. The teacher observes students as they work.

b. A small group is working on a follow-up activity from their spelling lesson. The teacher looks at the group from time to time while they work independently.

88. Spends Extensive Time with Individual:

The teacher works with one student for the major portion of the four-minute observation.

Examples:

a. The teacher presents a lesson on long division. One student indicates that he does not understand the steps involved in the process. The teacher moves to this student to review the steps involved in working long division problems.

b. The teacher reviews the previous day's lesson with a student who has been absent from school.

89. Non-Instructional Activity:

The teacher is engaged in an activity which is not related to the lesson or current assignment.

Examples:

The teacher:

a. Completes the lunch count.

b. Completes the attendance report.

c. Grades papers.

d. Distributes papers.

VIII. AFFECTIVE

The AFFECTIVE category includes the ways in which the teacher develops a positive classroom environment.

90. Encourages Questions:

The teacher invites and permits students to ask questions about the lesson content, activity or assignment, and gives positive feedback to student questions.

Examples:

The teacher:

a. Passes out a mystery story and asks students to be detectives and attempt to solve the crime by asking questions.

b. Sets up a demonstration in chemistry class and encourages questions about chemical reactions.

91. Encourages Ideas:

The teacher encourages students to share ideas by asking students to elaborate/evaluate/amplify their ideas or answers about some part of the lesson, activity, or assignment. This item refers to discussion of content and knowledge, not expression of student attitudes, beliefs, feelings, or values.

Examples:

The teacher asks:

a. "Can you add more reasons for the decline of Roman civilization?"

b. "What are some unusual ways to use a brick?"

c. "Can you support your statement that the character Nora in The Doll's House had a right to leave home?"

92. Encourages Opinions:

The teacher asks questions or solicits comments to elicit students' values, opinions, feelings and attitudes. This questioning has no right or wrong answer and poses no threat to the student.

Examples:

The teacher asks:

a. "Did you like the story?"

b. "Let's have some opinions about this painting."

c. "How do you feel about athletes using drugs to enhance or improve their performance?"

d. "How did you like working on this project in a group?"

93. Encourages Effort

The teacher communicates positive expectations and expresses the belief that students can and will be successful with continued effort. The teacher encourages a student to do the task well, or indicates that the student can do the task by using existing abilities. The teacher expresses a 'can-do' attitude to the student.

Examples:

a. Sarah, you had five wrong on the last test but you've been working hard. I know that you can do much better this time if you really concentrate

b. Jonas, you can get all A's; but you've got to keep at it.

c. Bill, you're doing much better; see what happens when you work hard.

d. In an algebra class, the student says, "Mr. Brown, I have tried several times to work number 5 and I just can't do it. The teacher responds, "Jim, I am sure that you can do part of it because you completed the first four problems correctly. Keep working on the next step. In a few minutes I will come by to see how you are doing.

94. Sets High Expectations:

The teacher encourages students to do quality work by communicating clear expectations for tasks and activities. The teacher indicates the quantity and quality of academic work required. Statements about guidelines relating to format, neatness, deadlines, accuracy, procedures, and standards for excellence are included in this item.

Examples:

The teacher states:

a. "Your paper must be at least three pages long, be clearly written, and deal with the topic of fear. Correct spelling and grammar will count. I'll be interested in your use of vibrant adjectives and active verbs."

b. "That's not acceptable work. You need to sand this side more thoroughly before you finish the piece."

c. "In doing these problems, you must show all the steps. Having the correct answers will count only as part of the grade."

d. "In a team sport like basketball, working together is really important. Today I want each player to pass the ball three times before taking a shot. I want you to help each other on defense and to practice plays three and seven. Ball handling is as critical in these plays as is speed."

95. Expresses Enthusiasm:

The teacher communicates enthusiasm and high interest in the lesson, subject, or activity through body language, use of gestures, movement, intonation, volume, facial expressions, or direct statements.

Examples:

a. The elementary teacher leads a song with gestures. Her lively movements and positive expression capture the attention of the students.

b. The teacher reads Billy Goats Gruff using different voices for different characters.

c. The English teacher reads Chaucerian tales in Middle English in a lively fashion.

IX. MATERIALS/EQUIPMENT

The MATERIALS/EQUIPMENT category is used to record the materials and equipment used by the teacher and students during the lesson. The material and/or equipment may be used by either students or the teacher. If the material and/or equipment is unrelated to the lesson, code under Documentation, item 115.

96. Visual (Non-movement):

The teacher uses still visuals while teaching a lesson or has students engaged in an activity using materials or equipment such as chalkboards, flip charts, transparencies, posters, maps, bulletin boards, etc.

Examples:

a. In a math class, the teacher demonstrates double-digit multiplication on the chalkboard.

b. A physical education teacher diagrams three football plays on a flip chart.

c. The teacher uses a city map to help students learn the names of major streets.

d. Students study graphs of household expenses in an economics class.

97. Visual (Movement):

The teacher uses a medium in which the visual element changes, (e.g., slides, film strips, film, video tapes, etc.).

Examples:

a. The teacher shows slides of life in China to introduce a unit on China.

b. A health teacher uses a film strip about "Safety in the Home."

c. After reading Hinton's The Outsiders, the teacher has the students watch a video tape of the film based on the novel.

98. Kinesthetic-Tactile:

The teacher has students use manipulative materials or equipment ("hands-on") to develop concepts or skills. For example, cutting paper shapes, math manipulatives, puzzles, use of paint brushes, musical instruments, shop equipment, balls and bats are included.

Examples:

a. The teacher has students using Cuisenaire rods to investigate the concept of tens.

b. The teacher has students sequence cut-out pictures and tell a story.

c. Students put together a puzzle of European countries.

d. Students hammer nails in a board.

e. Students play bells, recorders, and rhythm instruments.

f. A student operates an automobile.

99. Auditory:

When presenting a lesson or conducting an activity, the teacher uses equipment which requires students to listen to various media, for example, records, audio tapes, or radio.

Examples:

a. Students use tape recorders to revise their writing.

b. The teacher plays recorded selections from Hamlet.

c. The teacher plays the piano for students who are singing songs.

100. Realia/Models:

The teacher uses models or actual objects as instructional aids (e.g., animals, fossils, skeletons, or rocks).

Examples:

a. The science teacher has students study and label rocks.

b. The health teacher uses a skeleton to identify bones.

c. In a home economics class, students dress mannequins for a display.

101. Print:

Any printed material used instructionally is coded here. Computer software programs with print representations, pre-packaged kits, worksheets, and textbook material are included.

Examples:

a. The teacher has students read the chapter on transportation before the discussion.

b. Students solve subtraction problems on a worksheet.

c. Students use Solutions Unlimited, a computer software program on problem solving.

X. DOCUMENTATION

The DOCUMENTATION category includes teacher behaviors not coded elsewhere during the four-minute observation period. Each exception is coded, then a specific description of the exception is recorded.

102. Non-Instructional Duties Interfere:

Lesson content is not initiated or continued because a non-instructional event, over which the teacher has control, has occurred.

Examples:

a. The teacher talks with another teacher who enters class during lesson.

b. The teacher reads the newspaper while the students wait with nothing to do.

103. Student Digresses (Not Redirected By Teacher):

The teacher fails to refocus a student's attention on the lesson or activity after the student has made a comment unrelated to the present task. The teacher allows the student to continue.

Examples:

a. The student says, "Look at that machine outside." The teacher responds, "Huge, isn't it. Do you know how much they cost?'

b. The student says, "I don't like this rainy weather." The teacher responds, "It sure is sloppy outside. I hate wearing raincoats...."

104. Teacher Digresses:

The teacher initiates and discusses incidental events or situations. Information is unrelated to the lesson or student behavior.

Example:

The teacher asks:

a. "Do you think the Giants will win the pennant?"

b. "What did you think about the Alabama football game?"

105. Material/Equipment Not Ready:

Teacher fails to have materials or equipment ready for distribution or operation.

Examples:

The teacher says:

a. "Just a minute, I forgot to get the workbooks."

b. "I've got to get the projector from the library."

106. Teacher Has Difficulty Operating Equipment:

Teacher attempts to use equipment but is unsuccessful.

Example:

The teacher says:

a. "I can't get this projector to run. Would you get the librarian to come check it out? Ask her to hurry."

b. "John, ask Mrs. Meade to come and focus the microscope for me."

107. Disrupted Transition:

The transition between activities is neither smooth nor prompt.

Examples:

a. The teacher asks students to form groups and students wander around or talk to others about non-task topics.

b. As students move to the learning center, they talk loudly, run around, and push chairs.

108. Loses Emotional Control:

The teacher fails to maintain emotional control. Teacher screams, cries, grabs student, or throws objects.

Example:

a. The teacher throws plastic fruit at a student (in anger at the student's lack of attention).

b. The teacher bursts into tears and screams, "You never do what I ask you to do!"

109. Gives Inaccurate Information:

The teacher provides information during the lesson that is incorrect.

Examples:

The teacher says:

a. "Whales are fish."

b. "All rectangles are squares."

110. Activity Unrelated To Objective:

The teacher uses a learning activity that does not support the objective.

Example:

a. While teaching a lesson on weather systems, the teacher states, "Oh, I finally got the Bunsen burner to work last night. Let's heat some sulfur and see what happens."

b. The teacher shows the film "Wilderness Trails" after introducing a unit on oceanography.

111. Mispronounces Word:

The teacher pronounces a word incorrectly.

Examples:

a. The teacher says "multiversal" instead of "universal."

b. The teacher says "preformance" instead of "performance."

112. Uses Non-Standard Speech:

The teacher speaks using conspicuous grammatical errors, has speech characteristics which distract students, or does not demonstrate command of the language. The teacher has difficulty with sentence structure, subject-verb agreement, or use of correct tense.

Examples:

The teacher says:

a. "I haven't never saw students like you."

b. "He were standing in line."

113. Misspells Word:

The teacher does not spell a word correctly in written display, i.e., on chalkboard, overheads, handouts, or written assignments.

Examples:

a. Teacher writes recieve on board.

b. On a bulletin board display about South America, the country Ecuador is written as Ecador.

114. Confusion:

The teacher gives directions or instructions which confuse students.

Examples:

a. The students ask many procedural questions, such as: "What are we supposed to do?" "When is this due?" and "How do we...?"

b. A student says, "I still don't understand how to diagram this sentence." Another student says, "I don't either."

115. Unrelated material and/or equipment:

The teacher uses material and/or equipment which is unrelated to the lesson.

CHAPTER 2--OBSERVATION PROCEDURES

I. Introduction

This chapter provides information on observation procedures using the COR form. It also provides definitions of the items found on the Conference Data Collection form and on the Post-Observation form. General procedures for using these forms are also given.

For each classroom observation visit the evaluator is required to complete a Conference Data Collection form, a minimum of nine Classroom Observation Records (CORs), and a Post-Observation Data form.

Efficient scheduling of classroom visits and conferences and strict adherence to procedural guidelines can improve the quality of data collection and ensure more effective use of time.

II. Observation Routine

Prior to arrival in the classroom the evaluator should assemble all of the necessary items for the observation.

Evaluators will need the following: a stopwatch, clipboard, Observer Manual, COR booklet, and No. 2 pencils.

The evaluator should arrive in the classroom before the beginning of class and select an optimum position which enables him/her to see and hear what takes place in the classroom.

In some situations, it will be necessary for the evaluator to change positions in the classroom in order to collect accurate data when the teacher re-groups students for instruction.

The evaluator should be as unobtrusive as possible at all times. The evaluator should refrain from any dialogue with the teacher or students during the entire visit.

The evaluator should orient himself/herself to the classroom, start the stopwatch, and code Section A for four minutes. The evaluator then codes Section B from memory-during next the minute. At the end of the five-minute data collection period, the evaluator stops the watch, turns to the next COR form and begins another five-minute data collection period.

The five-minute cycle must be repeated throughout the observation visit with a minimum of nine cycles during the minimum 45 minute visit and an additional cycle for each 5 minutes beyond 45 minutes.

In situations where the class period is less than 45 minutes (e.g. in kindergarten where a language lesson may be 25 minutes, and a math lesson may be 20 minutes), the evaluator must observe both lessons in order the complete the minimum number of COR records.

Upon completion of the classroom observation, the evaluator should remove all the sense-mark carbons from the COR booklet and give these to the teacher.

III. Conference Data Collection Form

Procedures for Completing the Conference Data Form

A. The evaluator will complete the Conference Data Collection Form with information supplied by the teacher. The information should be data which is pertinent to the lesson/class being observed.

B. For scheduled classroom observation visits, the Conference Data Collection Form may be completed during the Pre-Observation Conference or prior to this time.

C. For announced classroom observation visits, the Conference Data Collection Form will be completed during the Post-Observation Conference.

D. The evaluator or his/her trained designee will first complete the demographic information across the top of the Conference Data Collection Form as follows:

1. Write the name of the teacher, evaluator collecting the observation data, school, date of observation conference, date of classroom observation visit, and code the type of observation visit being conducted (Scheduled, Announced, or Appeal).

2. Write in and code the numbers for the school system, school, and the evaluator's and teacher's social security numbers.

3. Write in and code the personnel code as follows:

   a. 10 Teacher

   b. 11 Vocational Teacher-Coordinator

   c. 41 Counselor

   d. 71 Librarian

   e. 85 Speech Therapist

   f. 86 Psychometrist

4. Write in and code the composition of the class observed. If the class is composed of two or more grade levels, code E, M, or S to indicate that the multi-grade class is elementary, middle, or secondary level.

Use the following list of definitions to code nursery and multi-graded classes.

a. N - Nursery (pre-Kindergarten grades)

b. E - Elementary (grades K-5)

c. M - Middle School (grades 6-8)

d. S - Secondary (grades 9-12)

5. Write and code class size, number of observation visit, and the curriculum area of the observation visit.

a. When coding Category 200, CURRICULUM AREAS, code "Other" for curriculum areas not listed. Write in the curriculum area of the classroom observation.

b. When more than one curriculum area is observed during the classroom observation visit, code the predominant curriculum area being taught; however, if two areas are taught with about equal time, code both.

E. The FACTORS INFLUENCING THE LESSON (Section 201) should be coded by using the following definitions of Student Exceptionalities and other factors which influence the lesson.

Definitions of Student Exceptionalities

1. Hearing Impaired

Hearing Impaired includes the terms deaf and hard-of-hearing. Deaf means a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance. Hard-of Hearing means a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of deaf.

2. Deaf-Blind

Deaf-Blind means concomitant hearing and visual impairments, the combination of which causes such

severe communication and other developmental and educational problems that the child cannot be accommodated in special education programs solely for deaf or blind children.

3. Mentally Retarded

Mentally Retarded means significantly sub-average general intellectual functioning resulting in or associated with concurrent impairments in adaptive behavior and manifested during the developmental period which adversely affects a child's educational performance. The following categories are utilized for program implementation: Educable Mentally Retarded individuals demonstrate: a potential for the acquisition of basic academic skills; the capability to develop independent functioning skills for community living; the potential to develop vocational and occupational skills that will lead to full or partial self-sufficiency as an adult; and a full scale intelligence quotient of 50 through 70, and minimal deficits in adaptive behavior. Trainable Mentally Retarded individuals demonstrate: the potential for the acquisition of a limited number of basic academic skills; the potential for the acquisition of self-help skills; a limited potential for developing vocational and occupational skills that will lead to self-sufficiency as an adult, and a full scale intelligence quotient of 30 through 49, and major deficits in adaptive behavior. Profoundly Mentally Retarded individuals demonstrate: no potential for academic learning; little or no potential for self-care or semi-independent functioning as an adult; the necessity for long term continued care and assistance; and an intelligence quotient of below 30 and serious deficits in adaptive behavior.

4. Multi-handicapped

Multi-handicapped means concomitant impairments (such as mentally retarded and blind, etc.), the combination of which causes such severe educational problems that the child cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind students.

5. Orthopedically Impaired

Orthopedically Impaired means a severe, orthopedic

impairment which adversely affects educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., fractures or burns which cause contractures, amputation, cerebral palsy, etc.).

6. Other Health Impaired

Other Health Impaired means limited strength, vitality or alertness due to long-term chronic or acute health problems, such as heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemic, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, or having an autistic condition which is manifested by severe communication and other developmental problems which adversely affect a student's educational performance.

7. Emotional Conflict

Emotional Conflict means a condition in which one or more of the following characteristics are exhibited over a long period of time, and to a marked degree, which adversely affects educational performance; such as, an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. (Emotional Conflict includes autism as a service, since teachers in Alabama are trained under this category to serve autistic children).

8. Speech and Language Impaired

Speech and Language Impaired means a communication disorder such as articulation, voice, language, or fluency, which adversely affects a student's educational performance.

9. Visually Impaired

Visually Impaired means a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind.

10. Specific Learning Disabilities

Specific Learning Disabilities means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. Students with specific learning disabilities will demonstrate a severe discrepancy between intellectual ability and achievement in one of the following areas: basic reading skills, reading comprehension, mathematical calculation, mathematical reasoning, oral expression, listening comprehension, or written expression.

11. Gifted

Intellectually gifted students are those children and youth who are identified as possessing demonstrated or potential abilities for highly refined cognitive functioning (including creative or productive thinking) and who by reason thereof require services or activities not ordinarily provided by the school.

Definitions of other factors influencing the lesson are:

- **Academically Disadvantaged**
  Academically disadvantaged means "educationally deprived students," whose educational attainment is below the level that is appropriate for students of their age.

- **Interactive Equipment for the Lesson**
  The student(s) use computers, Language Masters, or other teaching machines to learn lesson objectives.

- **Inadequate Instructional Materials/Supplies for the Lesson**
  The teacher indicates s/he has inadequate instructional materials/supplies to teach the

lesson.

- **Inadequate Facilities for the Lesson**
  The teacher indicates s/he has inadequate facilities to teach the lesson.

F. The teacher will identify the instructional level of the class to be observed or which was observed during the observation visit. This information is coded in Section 202, CLASS INSTRUCTIONAL LEVEL. Multi-level is coded when the teacher has any of the following combinations of students: on grade level and/or regular class, below grade level and/or remedial class or above grade level and/or accelerated class. The Instructional Level code records the instructional level of the class. (The grade level is reported under GRADE on the Conference Data Collection form.) Classrooms are considered 'on grade level' and/or a regular class unless administrative actions have altered the composition of the class to select students for special instruction. A wide range of abilities in the class does not necessarily constitute a multi-level or below level class.

Below level and/or remedial classes are organized to offer instruction to assist students who cannot perform at grade level. Classrooms that contain students who may not function at grade level, but who represent only part of the range of performance are not considered to be in this category.

Above grade level and/or accelerated classes are organized to offer instruction to students identified as gifted or accelerated. Classrooms that contain students identified as gifted or who perform above grade level, but who represent only part of the range of performance in the class, are not considered to be in this category.

Multi-level classroom instruction occurs in special cases where instruction is not identified by grade such as an elementary classroom using individual continuous progress instruction or secondary programs such as Individual Guided Education.

G. The evaluator and/or teacher will indicate the SOURCE(S) OF OBJECTIVES for the lesson/class observed and code Section 203 using the information supplied by the teacher. If "Other" is coded, write in the source.

H. The evaluator and/or teacher will code Section 204, TYPE CLASS, as regular academic, special education, or vocational. (All teachers who are not teaching in special education or vocational education will be coded regular academic).

I. The evaluator and/or teacher will answer the following questions with data supplied by the teacher which relates to the class/lesson being observed. This information should be written in Section 205, LESSON INFORMATION.

1. What topic will be covered today?

2. What are your lesson objectives for the learner(s)?

3. What activities are planned?

4. How will objectives be measured? When will objectives be measured?

5. Are there any other special conditions influencing the lesson of which I should be aware? (e.g., extended absence of a student, student taking medication, mainstreamed emotional-conflict student, etc.)

J. In responding to the questions in Section 205, LESSON INFORMATION, the evaluator and/or teacher should:

1. Write the objectives exactly as stated.

2. The evaluator is responsible for complete information on the Conference Data Collection Form, but the teacher may complete some or all of the items as mutually agreed upon.

3. Record all objectives stated by the teacher. (If additional space is required, use a separate sheet of paper. When all objectives are recorded, date and file the separate sheet of objectives in the teacher's confidential file. Write "See File" on the Conference Data Collection Form on the last line under each question which required additional space.)

4. The activities that are planned for the lesson/class being observed should be reported by the evaluator and/or teacher.

5. Indicate "How will objectives be measured?" by coding the indicator(s) which are applicable. If the teacher indicates a source other than those listed for both items, code "Other" and write in the space the activity and/or additional way identified by the teacher to measure objectives.

6. Congruency of the objectives and activities for the lesson observed will be coded on the Post-Observation Data Form.

7. The evaluator and teacher should review the information recorded in Section 205.

K. The evaluator may request validation of information supplied by the teacher.

L. The evaluator and teacher must sign the Conference Collection Form.

IV. Post-Observation Data Form

Instructions for Completing the Post-Observation Data Form

A. The Post-Observation Data Form is completed by the evaluator at the end of the classroom observation period prior to leaving the classroom.

B. Write and code the date of the Post-Observation Conference in the Post-Observation Date Grid.

1. The date of the post-observation conference may be agreed on and scheduled:

   a. during the pre-observation conference,

   b. at the end of the classroom visit, or

   c. following the observation, but within six working days after the classroom visit.

2. The date of the Post-Observation Conference may be recorded and coded at the time the conference is conducted for the announced visit. The evaluator must record the date on both copies and request the teacher to initial the date.

C. Write and code the date of the classroom observation visit in the OBSERVATION DATE grid.

D. Code congruency of objectives and activities on the Post-Observation Data Form.

1. Code "Yes" if lesson objectives and activities <u>were</u> congruent with those outlined on the Conference Data Collection Form.

2. Code "No" if lesson objectives and activities <u>were not</u> congruent with those outlined on the Conference Data Collection Form.

3. If "No" is recorded, document the discrepancy with a brief, specific description in the space provided.

4. For the scheduled visit, code congruency of objectives and activities prior to leaving the classroom.

5. For the announced visit, congruency of lesson objectives and activities should be coded during the Post-Observation Conference, after lesson

objective(s) and activity(ies) have been presented or stated by the teacher and recorded by the evaluator.

E. Code whether or not the instructional strategies utilized by the teacher were appropriate to the level of the learners.

1. Code "Yes" if the instructional strategies based on selected objectives were approapriate to the learning level of the students.

2. Code "No" if the instructional strategies were inappropriate for the learning level of the students in the class.

3. If "No" is coded, document the discrepancy with a brief, specific explanation in the space provided. If additional space is required, use a separate sheet of paper for documentation. Date and file the separate sheet in the teacher's confidential file. Write "See File" on the Post-Observation Data Form on the line provided for explanations of "NO" responses.

4. For the scheduled visit code this item prior to leaving the classroom.

5. For the announced visit, the appropriateness of instructional strategies should be coded during the Post-Observation Conference, after lesson objective(s) have been presented or stated by the teacher.

F. Code whether or not the teacher selected and used subject matter that fit the lesson objective(s).

1. Code ~Yes" if the teacher selected and utilized subject matter content (from textbooks, reference books, films, filmstrips, transparencies, videotapes, pictures/illustrations, and all forms of printed media newspapers, magazines, etc.) to parallel or match the objectives chosen for the lesson(s) and/or activity(ies).

2. Code "No" if the subject matter content selected by the teacher from textbooks, reference books, films, filmstrips, transparencies, videotapes, pictures/illustrations, and all forms of printed media(newspapers, magazines, etc.) did not parallel or match the objectives chosen for the lesson(s) and/or activity(ies).

3. If "No" is coded, document the discrepancy with a brief specific explanation in the space provided. (If additional space is required, use a separate sheet of paper for documentation. Date and file the separate sheet in the Teacher's Confidential file. Write "See File" on the Post-Observation Date Form on the line provided for explanation for "No" responses.)

4. For the scheduled visit, code this item prior to leaving the classroom.

5. For the announced visit, code this item during the post observation conference after lesson objectives have been presented or stated by the teacher.

G. To code MATERIALS/EQUIPMENT UTILIZED on the Post-Observation Data Form, the evaluator reflects back over the materials and equipment used by the teacher during the lesson and determines whether they were used to "Remediate", "Reinforce", "Extend or Enrich" the lesson and/or to enhance the "Special Interests."

1. Use the following definitions to code MATERIALS/EQUIPMENT UTILIZED:

a. **Remedial Materials**
The teacher used alternative materials/equipment to reteach objectives which had not been mastered.

b. **Reinforcement Materials**
The teacher used materials/equipment to strengthen the content being taught.

c. **Extention/Enrichment Materials**
The teacher used materials/equipment to assist students in broadening their learning to include related content/skills/concepts.

d. **Special Interest Materials**
Based on the special interests of students, the teacher used materials/equipment to enhance student learning.

2. Comments related to Materials/Equipment Utilized are optional. However, if comments are written they should be brief, specific, and descriptive.

H. To code EXCEPTIONS, the evaluator must reflect back over the lesson to determine if the teacher's "rate of

speaking", "speaking volume", "written communication", and "sequencing of the lesson" were performed as defined. The evaluator will also use the definition to indicate whether the teacher "ignored individual or groups" of students.

1. Code all EXCEPTIONS which apply to the lesson observed, by using the following definitions:

   a. **Rate of Speaking**
   The teacher did not speed up or slow down the rate of speaking as requested by the students.

   b. **Speaking Volume**
   The teacher did not adjust the loudness or softness of the voice as the need was indicated by the students.

   c. **Written Communication**
   The teacher did not ensure that written materials and displays were grammatically correct and free of misspelled words.

   d. **Ignores Individual/Group**
   The teacher did not attempt to include an individual student or group in classroom interactions/activities.

   e. **Sequencing of the Lesson**
   The teacher did not develop the content in a natural/ orderly/logical progression.

2. DOCUMENTATION OF EXCEPTIONS is <u>required.</u>

3. Documentation should be brief, specific, and descriptive.

I. If any item in the "Documentation Section" of the COR (pages 1-12) is coded, documentation is <u>required</u>.

1. Write the page number(s) of the COR(s) on which documentation is coded, in the column headed PAGE.

2. Write the item number(s) coded on each COR in the column headed ITEM NO.(S).

3. Write documentation which is brief, descriptive and specific for each coded item in the DOCUMENTATION OF CODED ITEMS Section.

J. The teacher and evaluator must sign the Post-Observa-

tion Data Form.

K. Any comments to be made should be written on a separate sheet, dated, and filed in the teacher's confidential file.

V. DATA PROCESSING

A. Data Preparation for Optical Scan

A number two pencil must be used for coding. Completely darken the circle. No stray marks should appear outside the circle.

The codes will be "read" by an optical scanning machine that distinguished between light and dark areas on the COR. Incorrect and imprecise coding will reduce the accuracy of the data recorded.

The evaluator should review the COR forms at the end of the day for stray marks, lightly marked circles and circles that are under- or over-filled. After the COR forms are reviewed, the evaluator should use care in packaging the forms to minimize folding, tearing or creasing of the forms. Damaged forms reduce the efficiency of the scoring, increase costs, and affect the accuracy of the data collected on the teacher.

B. Data Submission

A COR must be submitted to the CIP coordinator according to established procedures.

C. Scoring Keys

In order to use the COR to assess a teacher's performance on a particular competency, items are aggregated to provide a score for each teacher on that competency. Thus, the focus of scoring (and subsequent interpretation) is not on the individual items, but rather on clusters of items as they are grouped into scoring keys. This is parallel to the process of standardized test construction in which the scores on a subset of items which measure, say, "Reading Comprehension," are combined into a score which is called "Total Reading Comprehension."

Scoring keys are established by combining items a priori and the resulting composite key is tested for internal consistency; thus, through a process of review, successive approximation, and consensus, teacher competencies are conceptualized and operationalized.

This approach is flexible enough to capture almost any interaction or transaction which occurs in the classroom. These interactions can be combined with others to establish a measure of teacher or student behavior.

TELEPHONE HOT-LINE for PROBLEMS

Should an evaluator encounter situations or observe events which are not adequately explained in the Observer Manual, call this toll-free number:

(800) 843-4785

By calling this number, you will be able to contact the Project Director, Dr. Homer Coker, for assistance and will help maintain standard operating procedures throughout the State and provide for consistent interpretation of the items in the Manual.

For additional assistance or information, call the Alabama Department of Education, Career Incentive Office at this number:

(205) 261-2777

ALABAMA CAREER INCENTIVE PROGRAM
POST-OBSERVATION DATA FORM

206 Were the lesson objectives congruent with the objectives outlined on the Conference Data Collection Form?
○YES ○NO

207 Were the lesson activities observed congruent with activities outlined on the Conference Data Collection Form?
○YES ○NO

208 Were instructional strategies appropriate to the level of the learner?
○YES ○NO

209 Did the subject matter fit the objectives?
○YES ○NO

If no, explain

POST CONFERENCE DATE			OBSERVATION DATE		
MO.	DAY	YR.	MO.	DAY	YR.
⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨	⓪①②③④⑤⑥⑦⑧⑨

MATERIALS/EQUIPMENT UTILIZED

96-101 MEDIA TYPE	210 FILM	211 VIDEO	212 EXT. STIMULI	213 OP. INT.
A. Visual (Non-Movement)	○	○	○	○
B. Visual (Movement)	○	○	○	○
C. Kinesthetic-Tactile	○	○	○	○
D. Auditory	○	○	○	○
E. Realia/Models	○	○	○	○
F. Print	○	○	○	○

DESCRIPTIVE COMMENTS (Optional)

EXCEPTIONS (MARK ALL THAT APPLY)

○214 Rate Of Speaking
○215 Speaking Volume
○216 Written Communication
○217 Verbal Interaction Time
○218 Sequencing of the Lesson

DOCUMENTATION OF EXCEPTIONS (Required)

PAGE	ITEM NO.(S)	DOCUMENTATION OF CODED ITEMS From pages 1-12 (Required)

TEACHER'S SIGNATURE INDICATES (S)HE HAS RECEIVED A COPY OF THIS FORM

SIGNATURE OF EVALUATOR

SIGNATURE OF TEACHER

26471

DO NOT WRITE IN THIS AREA

INSTRUCTING

QUESTIONING

RESPONDING

MANAGING

SITUATIONAL CONTEXTS

PREDOMINANT TEACHER ACTIVITY

AFFECTIVE

DOCUMENTATION

MATERIALS / EQUIP

STUDENT INVOLVEMENT

21530

ALABAMA CAREER INCENTIVE PROGRAM

CONFERENCE DATA COLLECTION FORM

SYSTEM	SCHOOL	EVALUATOR SOCIAL SECURITY	TEACHER SOCIAL SECURITY	YEAR	GRADE	SUBJECT	202 CURR. AREAS

201 FACTORS INFLUENCING THE LESSON	202 CLASS INSTRUCTIONAL LEVEL	203 SOURCES OF DRU	204 TYPE CLASS

205 LESSON INFORMATION

21530